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ABSTRACT

This guide explains how U.S. Department of Agriculture (USDA) agencies can join the 20 other USDA agencies that have implemented 18 adopt-a-school partnerships throughout the country. The following are among the topics discussed in the guide's five parts: (1) partnership basics (how adopt-a-school programs benefit both members of the adopt-a-school partnership, who can adopt a school, why communities should start adopt-a-school programs); (2) partnership implementation (suggested partnership formats, steps in establishing a partnership, responsibilities of the agency coordinator and school contact, developing an individualized adopt-a-school program, sample surveys for organization leaders and volunteers); (3) partnership assessment (maintaining a strong partnership, the natural progression of a partnership, warning signs of a faltering partnership, strengthening a faltering partnership, teachers as program makers or breakers, assessing partnership accomplishments, and agency volunteers as the key to a dynamic partnership); (4) authorities (policy and guidance letter, USDA news article on employee participation); and (5) USDA partnerships (summary of current USDA adopted schools; materials from and information about the USDA partnerships at Lincoln Multicultural Middle School and Van Ness Elementary School in Washington, DC). Concluding the guide is an annotated list of 25 Web sites offering information about USDA agencies and programs. (MN)

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USDA

United States Department of Agriculture

Office of the Secretary

May 1999

Adopt-A-School Program Guide

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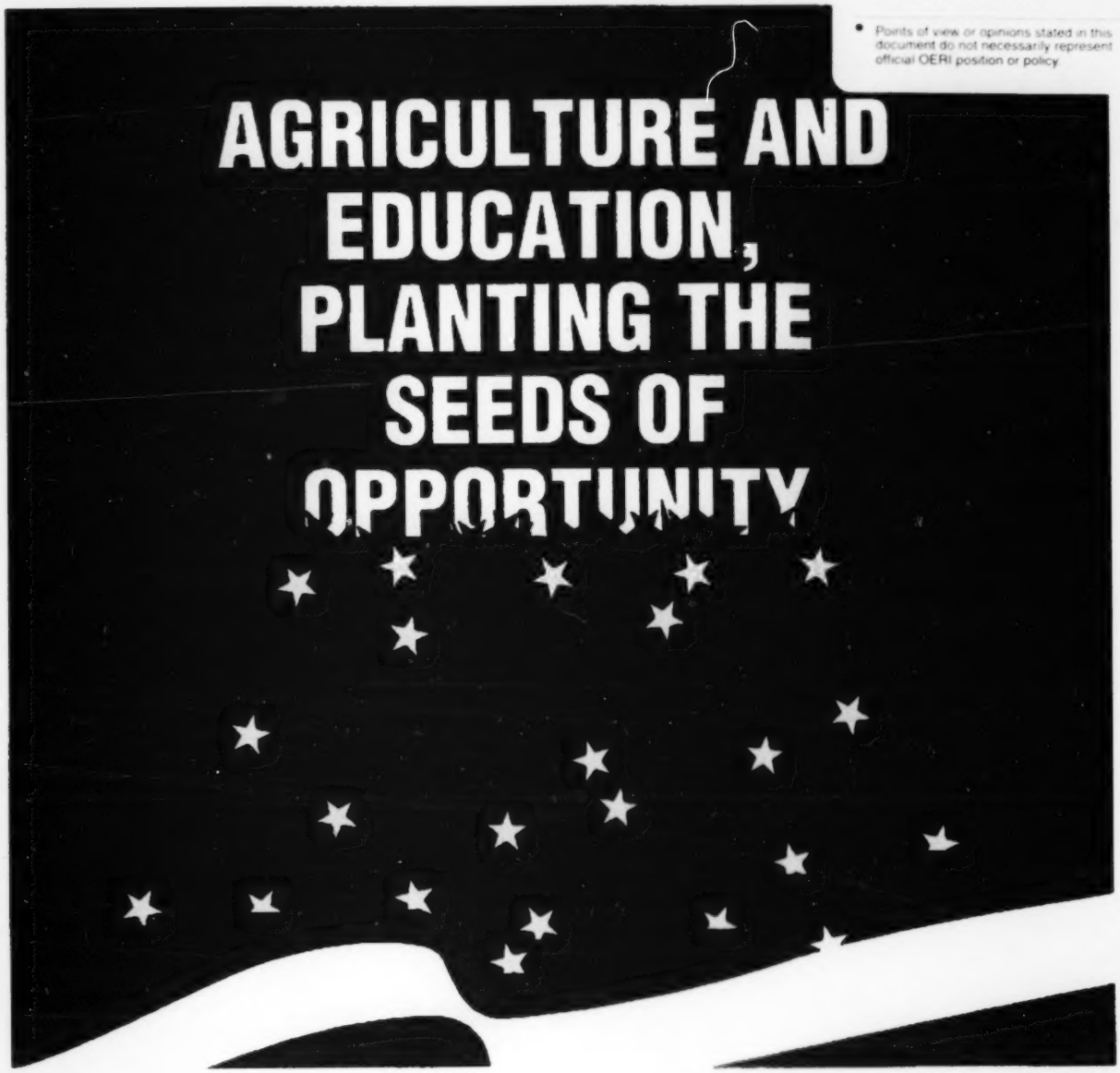

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May 1999

Secretary Glickman's Message

The United States Department of Agriculture (USDA) has long supported both the spirit and the reality of an Adopt-A-School Program. The Adopt-A-School Guide was originally issued six years ago. I am proud to present a revised and updated version of the Program Guide to you. It is being reissued in conjunction with a reemphasis of the Adopt-A-School Program at USDA.

Currently, 20 USDA agencies have 18 adopted schools throughout the country. Although, we have had more adopted schools in the past, USDA's highly successful reorganization has decreased the number of agencies and employees available to participate.

This reissued guide is part of the increased effort to enhance participation. It is also part of a "clearinghouse" of effective approaches for the Adopt-A-School Program being established for the benefit of USDA agencies and employees or partner agencies such as the U.S. Department of Education.

This guide addresses the need for information and guidance on how to start a successful program and discusses a number of proven approaches and methods. In addition, you are encouraged to seek out those employees coordinating existing programs who would be pleased to help you get started.

Numerous individuals have contributed to the reemphasis of the Adopt-A-School Program at USDA. They include I. Miley Gonzalez, Under Secretary for Research, Education, and Economics; Mike Dunn, Assistant Secretary for Marketing and Regulatory Programs; the Co-Chairs of the USDA Hispanic Advisory Council, Christine Pytel of the Forest Service and George Aldaya of the Farm Service Agency; Ricardo Krajewski of the Agricultural Marketing Service, and Francisco Apodaca of the Food Safety and Inspection Service.

I welcome all of you to join me in promoting this very worthwhile activity.

"Better Education Is Everybody's Business"

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How Does Adopt-A-School Work?

Although Adopt-A-School Programs differ in each community and with each partnership, there are certain characteristics that are common to all:

- An adoptive agreement can last from a single school year to as long as you wish.
- The program supports the critically important goal of equipping students with basic competencies of reading, mathematics, and other vital subjects.
- Both partners provide support and direction to the programs developed.
- Your participation will guarantee programs which are consistent with the needs of the Board of Education and the community.

Who Can Adopt a School?

Partnerships encourage the involvement of Government agencies, businesses, industries, individuals, organizations, and not-for-profit institutions. Current programs have proven that these types of partnerships provide positive results through the sharing of knowledge, experience, and resources.

There is no specific "type" of organization involved in educational partnerships. To date, advertising agencies, local newspapers, insurance companies, manufacturing firms, banks, sports teams, colleges, small businesses, police departments, the U.S. Military, and other Federal agencies have participated in and reaped the benefits of school partnerships.

Why Should You Adopt a School in Your Community?

Helping your school is an investment in your community's future--in the Nation's future. As a partner, you can ensure that schools in your community are improved. Good schools produce citizens who are knowledgeable, skilled, and informed consumers, workers, and leaders of tomorrow who make and keep a community strong.

It has been proven that partnerships in education across the country positively affect the lives and futures of both students and communities. You can help by enlisting the aid of your community resources (local volunteer groups, senior citizen groups, social service organizations, and bureaus of education).

II. IMPLEMENTING A PARTNERSHIP

List of Suggested Partnership Formats

A partnership with a school is defined as a mutually beneficial relationship between a school or program and a community agency or group that has as its goal the improvement or enhancement of services to the students. These activities may provide direct services to students (such as tutoring or field trips) or they may focus on teacher skill enrichment. Sometimes activities involve school beautification or health and physical safety support. All of these examples have the ultimate goal of supporting and enhancing the educational experiences of young people in common. Listed below are four major categories and sample activities. Keep in mind that the basis for the most productive partnerships is "people power." Volunteer service is the heart of an effective partnership. Volunteers may participate weekly, monthly, or on an "as-needed" basis. Programs are structured based on the skillful matching of school needs with available community resources. Partners are only restricted by their own creativity and willingness to focus on real priorities in the school.

1. Instructional Support - Tutors and Mentors

- Tutoring
- Guest Lecturing
- Educational resource sharing
- Guest Instructors
- Speakers Bureau
- Programs to motivate students or staff
- Sponsored tutorials
- Professional partners working with staff

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2. Career Development

- Hobby clubs
- Courses at your place of business
- Extracurricular clubs (math, computers, electronics, science, etc.)
- Tours of workplace
- Field trips
- Display space for student creations and performances

3. Academic and Institutional Support

- Awards for students and staff
- Internships or job placement
- Career lectures
- Scholarship fund establishment
- Technical assistance, instruction or services
- Contest sponsorship
- Contributions for specific projects
- Clerical support
- Health suite assistance
- Surplus materials, furniture, and equipment donation

4. Student Groups and Motivational Activities

- PTA/Parent organization involvement
- Special project expertise sharing
- School-based and systemwide advisory council service
- Curriculum upgrade
- Fundraising assistance

Steps in Establishing a Partnership

First: Make Initial Contact within Your Agency
Meet with agency office representatives desiring to form a partnership.

- Discuss agency's resources and types of desired participation
- Plan potential program format and goals

Second: Contact School Officials to Offer a Partnership
Match agency with school. Discuss program options with school principal to ascertain needs based on school survey.

- Ask school principal to appoint contact people
- Followup with school principal if more than 2 weeks elapse without responses

Third: Confirm Terms of Partnership
Coordinate details with agency administrative staff and school principal.

- Confirm or modify details of proposals
- Determine a permanent partner liaison person
- Schedule meeting with school and agency representatives to finalize programs
- Determine joint and separate responsibilities
- Set dates for "partnership ceremony" hosted by the school or agency

Fourth: Nurture the Partnership
Partnership is maintained through the joint effort of agency and school.

- Keep communications open with the school contact, principal, and faculty
- Ensure that volunteers are aware of on-going activities at the school
- Encourage exchange of experiences and information between volunteers
- Encourage sharing of responsibilities for activities with school staff and volunteers

Agency Coordinator Role Description

The agency coordinator is responsible to the head of the organization that has become a partner.

Major Duties:

1. Serves as a contact person between the partner agency and the school
2. Coordinates all activities with the partnership agency and the school
3. Assists in assuring that ongoing activities are effectively carried out
4. Provides feedback information to the head of the organization regarding partnership activities and obtains approval and support for partnership activities from the organization
5. Confirms activities with the school office, if required
6. Coordinates the program newsletter
7. Prepares publicity releases about ongoing or special activities for dissemination to media
8. Keeps central school office informed of activities and disseminated information
9. Promotes partnership concept in the organization and in the community

Qualifications:

1. Support of organization
2. Commitment to the partnership concept
3. Ability to communicate effectively with the organization's staff, the school liaison, and the community
4. Capacity to follow through on projects

SCHOOL CONTACT ROLE DESCRIPTION

The school contact is responsible to the principal of the school in which he or she is working.

Major Duties:

1. Serves as a contact person between the school and the partner
2. Provides a needs assessment for the school
3. Works with the principal and the agency contact
4. Coordinates all activities with the appropriate staff in the school
5. Provides activities information and obtains principal's approval
6. Submits activities proposals to agency contact and school principal
7. Provides articles and information for the program newsletter
8. Prepares publicity and recognition activities for the school and the community
9. Keeps school office informed of any anticipated publicity and/or recognition
10. Promotes partnership concept in the school and in the community

Qualifications:

1. Must have the school principal's support
2. Must be a fulltime, paid, school staff member
3. Must possess the ability to communicate effectively with the school staff, the community, and the agency contact

Developing Your Own Adopt-A-School Program

The kinds of programs you can sponsor in your school are only limited by the talents and resources you have to offer. You can set up your own Adopt-A-School program based on the interest of your organization's members--and the specific needs of your adopted school. Here are some suggestions to get you started.

Tutors and Mentors

- Share the expertise of your organization and employees through classes
- Establish courses in special skills areas at your workplace
- Tutor students in the basic skills, special academic, and technical areas
- Work with specific student groups to improve individual skills
- Provide facilities and staff to work with students
- Expand knowledge and skills of gifted students
- Provide hands-on learning opportunities
- Give presentations on travel, special collections, hobbies, and historical topics
- Provide lecture series on science, the arts, or other topics for schools
- Make safety issues known to students through agency safety specialists
- Have employees share hobbies with students (archery, painting, stamp collecting, etc.)
- Instruct students on special equipment not available in the school
- Share expertise as computer programmers

Career Development

- Conduct tours of the workplace
- Stimulate student interest in career development activities
- Provide internships or job placement
- Train students on business etiquette
- Arrange "shadow days" for students regarding career awareness
- Select an outstanding student as "Executive for A Day"
- Serve on a school advisory or curriculum development committee
- Donate surplus materials, furniture, and equipment to supplement the curriculum
- Work with faculty to develop programs
- Develop programs to increase parent involvement in the educational process
- Serve as classroom assistants and guest lecturers
- Volunteer to work with the school to collect food and clothing for needy families
- Save technical journals, books, and magazines for student use
- Generate resource materials
- Donate surplus office supplies to supplement the curriculum
- Lend expertise to educators in writing proposals and applications for grants
- Develop a speaker's bureau for classroom teachers to utilize
- Provide technical assistance to improve the school grounds and environment

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Student Group and Motivational Activities

- Assist with programs to motivate students
- Establish an extracurricular club related to math, science, or computers
- Provide recognition for outstanding students--both academic and athletic
- Establish and administer scholarship funds to motivate students
- Establish a student category in professional and trade organizations
- Develop students' positive self-image
- Work with students on a mural project
- Provide "dress for success" lectures
- Train students in leadership skills
- Sponsor study tours and seminars for teachers, administrators, and students
- Sponsor in-service activities for computer education
- Publicize school/agency partnership
- Sponsor and/or plan a summer arts festival, computer camps, and day camps
- Sponsor students and student teams for special academic events.
- Display student achievements at your workplace
- Sponsor specialized academic contests (spelling, speech, science, and math)
- Coach school winners to improve projects for county and State competitions
- Sponsor career day fairs
- Design activities to challenge students in technology skills
- Conduct computer workshops for math, science and business teachers
- Recognize citizenship achievements

REQUEST FOR COORDINATING COUNCIL PARTICIPANTS

Organizational Leader Survey Form: To be used by Agency leaders who will assist the coordinator in overseeing the Adopt-A-School Program and also serve as liaison to other volunteers.

Name of the Agency/Organization you wish to represent: _____

_____

Name: _____

Mailing Address: _____

Phone number:(___) _____ Fax:(___)_____ E-mail:_____

Specific skills and expertise you wish to share:

○ _____

○ _____

○ _____

Types of activities you wish to participate in.

○ _____

○ _____

○ _____

_____ _____

Employee's Signature Date Supervisor's Signature Date

USDA

VOLUNTEER INVOLVEMENT FORM

Volunteer Involvement Survey Form: To be used by individulal employees Signing up for the Adopt-A-School Program.

Name: _____ Organization: _____

Partnership: _____

Mailing Address: _____

Phone number:(___) _____ Fax:(___) _____ E-mail: _____

Describe briefly why you want to participate:

_____

_____

_____

Interests and hobbies:

1. _____

2. _____

3. _____

Types of skills you wish to share:

1. _____ 2. _____ 3. _____

_____ _____

Employee's Signature Date Supervisor's Signature Date

III. PARTNERSHIP ASSESSMENT

MAINTAINING A STRONG PARTNERSHIP

What do you do after you have launched your partnership? How do you determine if your partnership is working? Here is some advice for you and the school on how to keep your partnership strong.

It is not the size of the adopting agency or school that counts. Some of the best partnerships are small. Strong partnerships are those in which the sponsor and the teacher are willing and able to work on the same projects together. The weakest program occurs when a teacher goes through the motions of a partnership just to satisfy a principal, and the agency representative is merely trying to fulfill a request. A strong partnership needs commitment. The goals must be clearly stated and mutually beneficial. The school should know how and what it is giving and getting. And the agency should know its commitment.

There are several steps that are necessary to help maintain a strong partnership. First, identify the school's needs and determine clear partnership goals. The principal and teachers need to articulate their expectations and how the agency can assist them in meeting their goals. When goals are vague, both sides are frustrated. Second, have periodic meetings to assure that both sides are indeed working on the same path together. This will help measure progress toward meeting stated goals. Third, the school principal and teachers should make sure that the agency receives periodic feedback which recognizes the agency's contributions, and lets everyone involved know that their efforts are appreciated. School principals should ensure parents of students as well as other teachers know who is involved in the partnership. There are both traditional and creative ways to acknowledge an agency. The school could host an assembly program where a person(s) from the agency is introduced as the sponsor(s) of the project. Also, have the students write thank-you letters. There are many more possibilities. You, as the potential coordinator of the Adopt-A-School Program, should suggest that the school follow through in showing appreciation and responsiveness to the agency.

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The Natural Progression of a Partnership

During the initial phases of a partnership, everyone is energized and happy to be working in a collaborative effort. By the second year, reality sets in about how much commitment is needed to ensure that goals continue to be met. Federal employees often get frustrated with the slow process of educating kids and not being able to measure results quickly. Compared to a business's bottom line, the impact of the partnership may be hard to measure. This frustration may become the impetus for questioning the value of the program. And that is why it is important to constantly recognize the agency assisting the school in the partnership.

Warning Signs of a Faltering Partnership

Sometimes warning signs of a faltering partnership come from the school. If the school coordinator begins missing meetings, this may indicate a change in commitment. That person may have taken on more responsibilities and has less time for the program. If this is the case, begin looking for a new coordinator. Another telltale sign is the budget allocation. If funding is withdrawn or reduced, there could be a change of interest or commitment. If a school coordinator believes that agency employees are faltering in their commitment, the program should be altered or a new team should be recruited.

Strengthening a Faltering Partnership

If there are clear warning signs of a faltering partnership, find out what happened. Perhaps the participants have changed. Work quickly with new participants to ensure that interest and momentum continue. Show them the advantages of the partnership. The agency may need to rotate to a new school while still using the same program. If the program coordinator has been involved with the partnership for several years, consider assigning partnership responsibilities to another employee. Sometimes the problem is just a burn-out situation. Maybe the principal or teacher is not receptive. If so, meet with them to determine how to resolve the situation. Offer solutions based on experience and feedback. Transferring agency support to other schools should be the last resort.

Teachers: Program Makers or Breakers

In order for the program to be successful, it is critical that you establish a good working relationship with participating teachers and principals. The teacher must buy-in to the program for it to work. An uncooperative teacher is probably the most common concern because he or she is responsible for ensuring that the hour given by the volunteer is time well utilized. It is also the teacher's role to encourage the completion of tasks involved in the partnership. When you adopt a school, you are in actuality adopting a class or classes.

Assess Partnership Accomplishments

You should evaluate the program on an ongoing basis. This can be accomplished in a number of ways. You could invite a group of employees to occasionally visit to observe the class, send a questionnaire or evaluation form to the teacher at the end of the school year, or host group meetings with volunteers to obtain feedback.

Agency Volunteers: The Key To a Dynamic Partnership

Highly motivated agency volunteer workers are a must for successful partnership activities. It is crucial to have open communication with the volunteers to allow them to provide feedback on their experiences in the school, make recommendations on the program and share their feelings on any problems. The agency coordinator and liaisons can play a key role in ensuring a needed flow of information concerning the program. Periodic volunteer sessions will allow the exchange of experiences and information on the program with one another and contribute to maintain a required level of volunteer motivation.

V. AUTHORITIES: Policy and Guidance Letter

UNITED STATES DEPARTMENT OF AGRICULTURE
OFFICE OF PERSONNEL
WASHINGTON, D.C. 20250

PUBLISHED IN ADVANCE OF INCORPORATION
IN OPM CHAPTER 992
RETAIN UNTIL SUPERSEDED.

January 14, 1992

PERSONNEL LETTER NO. 992-1

SUBJECT: Employee Community Service - Partnerships in Education

PURPOSE

This personnel letter provides policy and guidance for the implementation of the Department's Partnerships in Education Program.

AUTHORITY

This letter implements Federal Personnel Manual Letter 992-1, Subject: Employee Community Service, dated April 19, 1991, which provides guidance on addressing requests for leave, changes in work schedules, and other personnel matters related to employee volunteer activities.

BACKGROUND

When President Bush released "AMERICA 2000: An Education Strategy," he challenged Americans to join him in a populist crusade to make America--community by community, school by school--all that it should be. He advocated bringing the best minds and creative energies from the Federal and private sector to contribute to the creation of a new generation of American schools to assist in teaching the fundamental skills necessary to live and work successfully in the world of today.

USDA is faced with major program challenges which will require the best work force that we can develop. As we move toward the year 2000, competition among all employers for the best qualified candidates is going to increase. USDA supports and encourages efforts aimed at providing the professional expertise required to meet our future goals. This initiative is designed to assist in the development of character, intellect and stamina for the generation of young people yet to enter the work force.

GUIDANCE

USDA agencies are encouraged to establish partnerships with schools of their choice in all geographic areas where support can be provided to schools without detracting from the mission of the agency.

INQUIRIES: Compensation, Employment and Performance Management Staff
Nancy Robinson, (202) 720-2611, 309W Administration Building

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V. AUTHORITIES: USDA News Article on Employee Participation

USDA NEWS

USDA employees get the green light to tutor students during the duty day

by Ron Hall
Office of Public Affairs

It's official now: with supervisory permission, USDA employees at headquarters and field locations may now serve as volunteer tutors at participating elementary, middle, and high schools during the normal duty day—and not have to take annual leave to do so.

The Department recently clarified this matter when it issued USDA Personnel Letter No. 992-1, titled "Employee Community Service—Partnerships in Education," dated January 14, 1992, and signed by Larry Slagle, director of the Office of Personnel.

...USDA takes a long-range perspective on why there is value for the Department when its employees participate in the Partnerships in Education program...

According to Nancy Robinson, a personnel management specialist in OP, USDA issued the Personnel Letter in response to a number of questions arising from the issue of employees serving as tutors at local elementary, middle, and high schools.

"For several years we've had a number of employees, both at headquarters and field offices, who have volunteered as tutors for youngsters in their local communities," she noted. The July 1987 issue of the USDA News carried a story about USDA employees who have served as tutors.

"Of course, such activities usually take place on-site at a local school," she observed, "and this generally means they have to happen during the normal USDA work day."

She added that employees would participate as volunteer tutors after receiving permission from their individual supervisors to do so.

"At the same time, our office and the Office of Public Liaison would get feedback that other employees were also interested in being tutors or assisting teachers and other school officials," Robinson recounted. "But the rules seemed unclear about using time during the normal duty day to engage in such activities, no matter how officially sanctioned those activities were."

Consequently, in the absence of written guidance, a number of supervisors were hesitant to grant permission for their employees to participate in such activities during the duty day—unless the employees would agree to take annual leave to do so.

"The result was that different offices developed different policies about whether employees had to use annual leave, administrative leave, or merely 'normal duty day time' to participate in tutoring," she said. "So it was a situation that could be improved upon with some written standardization."

She said that clarification had been provided last year for employees at headquarters offices who were serving as tutors for students attending Van Ness Elementary School in Washington, D.C. That school is the Department's "adopted school" in Washington, D.C. as part of the Government-wide "Partnerships in Education" program.

Specifically, in a memorandum titled "Partnerships in Education" and dated September 2, 1991,

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Secretary Edward Madigan encouraged USDA employees to serve as volunteer tutors at the school. He noted that volunteers "will be given excused absences (administrative leave) for the two hours per week they spend tutoring and they must have their supervisor's advance permission to tutor."

"We felt that memo clarified the issue of participation for headquarters employees—but field employee participation in tutoring wasn't addressed," Robinson said. "So that's why the January 14, 1992 Personnel Letter was issued."

A long-range perspective

In that Personnel Letter, USDA takes a long-range perspective on why there is value for the Department when its employees participate in the Partnerships in Education program, which encourages employee volunteer involvement with students in local schools.

"The rationale goes beyond the obvious humanitarian perspective," acknowledged **Fred Cooper**, chief of OP's Recruitment Branch.

He said the Personnel Letter makes the point that USDA is faced with major program challenges which require the best work force it can develop. This would include developing a diverse work force representative of the country's populous.

Accordingly, as the Federal Government moves toward the year 2000, competition will increase among all employers to hire the best qualified candidates.

"Consequently, by encouraging employees to work with students at the elementary school level and even older," he noted, "a program like Partnerships in Education lets us help develop, firsthand, the generation of young people which will be entering the work force around the year 2000."

"...we wanted to make sure we didn't lock the employee or the supervisor into a particular time set for participating in a volunteer program."

—Fred Cooper

"In short, we want those kids to consider careers in USDA, once they finish their education."

The Personnel Letter advised that USDA agencies are encouraged to establish partnerships with schools of their choice "in all geographic areas" where support can be provided to those schools "without detracting from the mission of the agency."

It further advised that, to ensure voluntary activities are authorized and covered within the scope of a USDA employee's official duties, that employee's agency is required to develop a Memorandum of Understanding prior to the participation of that employee as a volunteer.

Finally, the Personnel Letter stated that employees may be excused from their regular duties "for brief periods of time without loss of pay or charge to leave" to participate in activities surrounding Partnerships in Education programs. However, (1) such excused absences must be approved in advance by "an appropriate agency official" and (2) there must be a determination that the employee's attendance "is directly related to the agency's mission and programs" and that the employee can be spared from his/her regular duties.

Fairly general language

"This was purposely written with fairly general language," Cooper explained. "We wanted to provide a maximum amount of flexibility for headquarters and field offices to tailor their own participation in a Partnerships in Education activity, such as tutoring, to suit their own local needs and requirements—and restrictions, as appropriate."

He cited, as an example, the fact that a USDA employee who is a volunteer tutor in an urban environment may have different logistical requirements—whether easier or harder—to get to the tutoring site than a volunteer tutor in a more rural setting.

"So we wanted to make sure we didn't lock the employee or the supervisor into a particular time set for participating in a volunteer program," he said.

"Our intent is that this Personnel Letter provides general permission, in writing, to participate during the duty day," he clarified.

"But it's the right—and responsibility—of the employee and the supervisor to work out the details of participation that best suit the needs of the agency and the voluntary activity in question."

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V. USDA PARTNERSHIPS: Summary of Current USDA Adopted Schools

SCHOOL	USDA SPONSORING AGENCY	NUMBER OF PARTICIPANTS	PROGRAM DURATION	CONTACT
Lincoln Multicultural Middle School (Washington, D.C)	Food Safety and Inspection Service & HACE*	400 Students 50 Employees	7 Yrs	Francisco Apodaca (202) 690-4260 Gerry Flores (202) 205-0743
Bell Multicultural High School (Washington, D.C)	Rural Development Mission Area	600 Students 20 Employees	3 Yrs	Jackie Michell (202) 692-0099
Chicago High School for Agricultural Sciences (Chicago, IL)	Food and Nutrition Service	550 Students	10 Yrs	Lawrence Rudmann (312) 353-1044
Van Ness Elementary School (Washington, D.C.)	USDA Department-wide Program	7 Employees	13 Yrs	Grace Sheffey (202) 305-2041
Escuela Sup/Vocacional Luis Munoz Rivera (Puerto Rico)	Forest Service International Institute of Tropical Forestry	50 Students		Noemi Mendez (787) 894-3309
Escuela Sup/ Vocacional De Barranquitas (Puerto Rico)	Forest Service International Institute of Tropical Forestry	30 Students		Awilda Santos (787) 857-2897
Roosevelt Roads Elementary School (Puerto Rico)	Forest Service Caribbean National Forest	375 Students	3 Yrs	Deborah Swift (787) 865-3073
Washington-Lee H.S. (Arlington, VA)	Cooperative State Research, Education, and Extension Service	10 Employees	3 Yrs	Jenny Grover (202) 690-0005
Beltsville Academy (Beltsville, MD)	Agricultural Research Service, Beltsville	400 Students	8 Yrs	Maggie Schmidt (301) 504-6507

Continued on next page

* HACE (Hispanic American Cultural Effort), A USDA Employee Organization

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V. USDA PARTNERSHIPS: Summary of Current USDA Adopted Schools

SCHOOL	USDA SPONSORING AGENCY	NUMBER OF PARTICIPANTS	PROGRAM DURATION	CONTACT
Duckworth School (Beltsville, MD)	Agricultural Research Service, Beltsville	50 Students	3 Yrs	
Roosevelt Middle School (Philadelphia, PA)	Agricultural Research Service, Wyndmoor	980 Students		Ralph Burnley
Beaver Elementary School (Beaver, WV)	Agricultural Research Service, Beaver, WV	400 Students		Nova Jones
Penns Valley Elementary (Springs Mills, PA)	Agricultural Research Service, University Park, PA	30 Students		Karen R. Keller
Mount Aviat Academy (Childs, MD)	Agricultural Research Service, Newark, DE	49 Students		Sister John Elizabeth
Blackshear Elementary School (Hearne, TX)	Agricultural Research Service College Station, TX	397 Students		Dr. Gretchen Jones
Linden McKinley High School (Colombus, OH)	Agricultural Research Service, Peoria, IL			Debbie Ebehack
Calvin Coolidge Middle School (Peoria, IL)	Agricultural Research Service, Peoria, IL			Susan McCormick
John F. Kennedy High School (New Orleans, LA)	Agricultural Research Service Stoneville	1000 Students		Marlon Coleman
Agricultural Sciences Academic Workshop	Agricultural Research Service, Albany, CA	24 Students	5 Yrs	
Francis W. Gregory Jr High School (New Orleans, LA)	Agricultural Research Service New Orleans, LA	6 Students		Marlon Coleman

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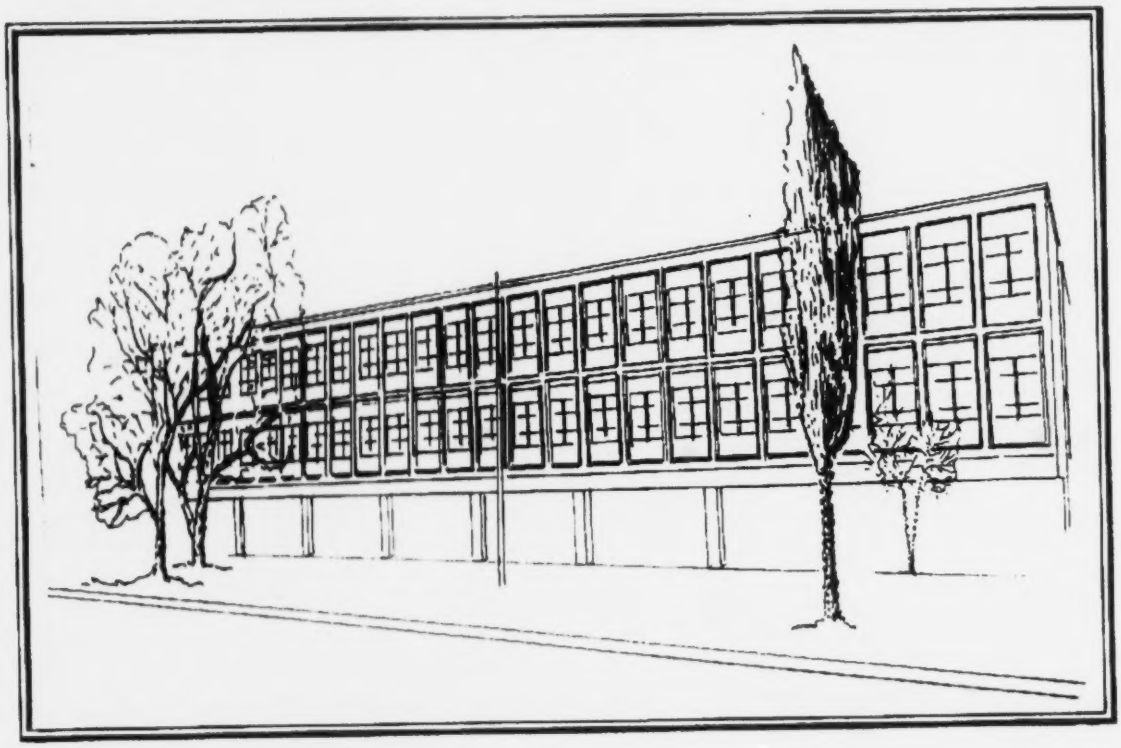
V. USDA PARTNERSHIPS: Lincoln Multicultural Middle School



Lincoln Multicultural Middle School, of the District of Columbia Public School System, is located at 16th and Irving Streets N.W. The Food Safety and Inspection Service of the U.S. Department of Agriculture (USDA) adopted Lincoln in 1991, and it was the first school adopted by a single Agency of USDA. Lincoln has a population of approximately 450 students composed totally of minorities. Hispanic students account for about 50 percent, African Americans for about 47 percent, and Asian/Pacific students the remaining 3 percent.

Other organizations which have adopted Lincoln include the Corcoran Gallery of Art in Washington, D.C., HACE--the employees' organization representing Hispanics at USDA, and the International Community Service Day Foundation. Major adopted school activities in the past include programs for tutors, mentors, presentations, science fairs, field trips, the construction and maintenance of a heritage garden, and other landscaping and beautification projects, as well as special collections to supplement I activities and student personal needs.

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V. USDA PARTNERSHIPS: Summary of Current USDA Adopted Schools

SCHOOL	USDA SPONSORING AGENCY	NUMBER OF PARTICIPANTS	PROGRAM DURATION	CONTACT
Science for Kids http://www.ars.usda.gov/is/kid	Agricultural Research Service, Beltsville, Information Staff	Website	Since 1998	Sandy Miller-Hays
G.W. Carver High School (New Orleans, La)	Agricultural Research Service Mid-South Region	5 Employees 12 Students	1 Yr	Marlon Coleman Dr. D. Thibobeaux (504) 286-4213
Rosa Stewart Elementary (Mississippi State, Ms)	Agricultural Research Service Mid-South Region	10 Employees	10 Yrs	Paul Williams (601) 325-2735
NRCS-Puerto Rico Center (Puerto Rico)	Office of Operations	2 Employees	1 Yr	Sheila Milburn (202) 720-3937
Partnership in Education (various locations)	Animal and Health Inspection Service	25 Employees	6 Yrs	Mary Ellen Keyes (301) 734-6513
Partnership with Forest Service Program (various locations)	Farm Service Agency	15 Employees	4 Yrs	Don Fisher (202)418-8958 Alfreda Terrell (202) 418-9083
J.S. Chick African Centered School (Kansas City, Mo)	Farm Service Agency	1 Employee	3 Yrs	Edith Stovall or Lillian Keyes (816)926-6755
East High School (Kansas City, Mo)	Farm Service Agency	1 Employee	4 Yrs	Edith Stovall or Lillian Keyes (816)926-6755
Alta Vista High School (Kansas City, Mo)	Farm Service Agency	20 Employees	1 Yr	Edith Stovall or Lillian Keyes (816)926-6755

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V. USDA PARTNERSHIPS:
Sample of Administrator's Endorsing Memorandum

United States Department of Agriculture | Food Safety and Inspection Service | Washington, D.C. 20250

SEP 23 1991

SUBJECT: Adoption of Lincoln Junior High School by FSIS

TO: All FSIS Headquarters Employees

I am pleased to announce that the Food Safety and Inspection Service is adopting Lincoln Junior High School of the District of Columbia's Public School System as part of our program for Community Outreach and the President's Points of Light Initiative.

Lincoln Junior High School is located at 16th and Irving St. NW and its student population is almost totally minority. I anticipate that many FSIS employees will be willing to donate their time and resources to provide assistance to cooperative and volunteer programs, as they are developed and implemented. We hope to have programs for tutoring, mentoring, field trips, collections of clothes, books, musical instruments, and school supplies, as well as programs in sports, languages and the sciences. One program that will be implemented immediately is the "Apples for the Students PLUS", which is being sponsored by Giant Food Inc. and will begin on September 15 of this year. It consists of collecting checkout register tapes from the supermarket chain. The register receipts can be used as currency by the school to purchase computer equipment and software, science, physical education and musical equipment, math teaching aids, audio-visual supplies and encyclopedias. I am certain that FSIS employees will again show their generosity and concern for our needy youth and their education.

Those employees who work on these volunteer projects, related to the school, may be given up to two hours per week of administrative leave by their supervisors.

To lead this effort, I am appointing Frank Apodaca (382-9850) and Gerry Flores (9-205-0285) as coordinators. Please call them if you wish to participate in this worthwhile project.

Ronald J. Prucha
Acting Administrator

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V. USDA PARTNERSHIPS: Sample of Volunteer Call Memorandum

United States Department of Agriculture
Food Safety and Inspection Service
Washington, D.C. 20250

OCT 22 1991

SUBJECT: Volunteers for Lincoln Junior High School

TO: All FSIS Headquarters Employees

The Food Safety and Inspection Service's adoption of Lincoln Junior High School of the District of Columbia's Public School System is part of our program for Community Outreach and the President's Points of Light Initiative.

In order to effectively provide assistance to Lincoln Junior High, FSIS wishes to establish a coordinating council to maintain contacts with potential volunteers, select suitable projects, and oversee their implementation and subsequent evaluation. We will establish a council composed of employee representatives from each of the program areas and staff offices. This council will work with and assist the FSIS adopted school coordinators, Frank Apodaca and Gerry Flores. Council representatives will be selected from employees volunteering for this purpose.

We also would like to identify volunteers and their expertise, field of experience, or type of work they would like to do.

If you would like to participate in this program, please complete the enclosed form and return it to Frank Apodaca in Room 3162-S (B&F) by October 30, 1991. If you have any questions or comments, please call Frank Apodaca on 382-9850 or Gerry Flores on 9-205-0285.

Ronald J. Prucha
Acting Administrator

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V. USDA PARTNERSHIPS: Sample of Volunteer Form

LINCOLN JUNIOR HIGH SCHOOL ADOPTION PROGRAM

NAME: _____

POSITION TITLE: _____

PROGRAM: _____ **SERIES/GRADE:** _____

LENGTH OF FEDERAL SERVICE: _____

****

I wish to serve in the Lincoln Junior High School adoption program:

1) as a representative on the coordinating council _____

2) as a volunteer in the program _____

Please indicate your expertise or fields of interest in which you would like to participate:

Please briefly list the type of work (tutoring, mentoring, teaching, etc.) you would like to do as a volunteer:

SAMPLE

Please provide a brief statement indicating why you would like to participate in this endeavor:

_____ _____

Employee Signature/Date **Approval of Supervisor Signature/Date**

Return form to:

Frank Apodaca
USDA/FSIS,B&F
Room 3162-S

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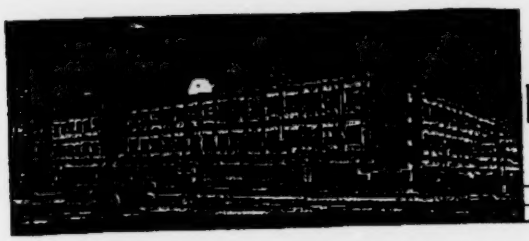

LINCOLN MULTICULTURAL MIDDLE SCHOOL

TIMES

U.S. Department of Agriculture • Food Safety and Inspection Service • October 1996

VOLUME V NUMBER 2

A NEW YEAR

We are now beginning our *fifth* year in partnership with Lincoln Multicultural Middle School. We have had quite a variety of experiences working with the staff and students of Lincoln, however we can say that the net result has been that we have had a satisfying experience, in the assurance that we are helping our youth, the future of our country.

Lincoln now has a new Principal. *He is Enrique Watson*, who has been Assistant Principal there for a number of years. He has appointed *Ms. Carmen Contee*, an Assistant Principal, to be our main liaison. We can look forward to a good year at the school.

We hope to have a science fair again, with the participation of the majority of students in the school. We will also be working, in cooperation with the *Corcoran School of Art*, to develop a Heritage Garden with plants from Africa, Latin America, and the Asian Pacific area which will allow students to relate to their heritage and provide a base for the development of scientific lessons and projects: food and nutrition, the environment, ecology, etc.

Of course, we will also continue our activities tutoring, mentoring, making special presentations and collecting needed items.

COORDINATING COUNCIL

The FSIS adopted school coordinating council oversees and provides guidance for volunteer efforts with Lincoln. The council is chaired by *Francisco Apodaca* and *Gerry Flores*. Council members also serve as liaison to employees in the various FSIS program organizations.

Two FSIS employees who have served on the council since the beginning, *O.V. Cummings* and *Richard Gamble*, have resigned their positions. We appreciate their service. We also welcome *Perry Hamilton*, *Kamala Tripathi* and *Muhammad Zia-Uddin* as new members of the council.

Current members of the council and their phone numbers are:

Francisco Apodaca	690-4260
Sonya Bankins	630-4260
Irv Dubinsky	501-7319
Dan Erglejohn	501-7319
Gerry Flores	205-0285
Perry Hamilton	720-4993
Darlene Riden	720-2644
Kamala Tripathi	205-0230
Chico Watson	720-9113
Muhammad Zia-Uddin	720-3311

CASH REGISTER RECEIPTS

This year, Giant and Safeway Supermarket chains are again sponsoring cash register receipt collection programs. The cash register receipts collected may be used by the school as currency to purchase computers, science, physical education and audio-visual equipment, as well as books and other educational supplies.

The current year programs began on September 15, 1996. The Giant program will end on March 1, 1997 and the Safeway program will end on January 18, 1997

Last year we collected over $80,000 for Lincoln which used the receipts to purchase software for its computers. HACE and the USDA HEP Council joined FSIS in the collection effort. Our collection goal this year is $150,000.

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continued from page 1

The list of volunteers who worked with Lincoln projects last year includes: Syed Ali, Francisco Apodaca, Sonya Bankins, Kasturi Basu, Pat Basu, Mary Lou Bennett, Lisa Bilinski, Brij Bhargava, Ann Brown, Loraine Cannon, Julie Carrick, Manzoor Chaudry, O.V. Cummings, Carl Custer, Irv Dubinsky, Dan Engeljohn, Gerry Flores, Richard Gamble, Cliff Gonzales, Frank, Gwozdz, Perry Hamilton, Bobbie Hardie, Tom Hoffman, Katina Jones, Al Liepold, Linda Madson, Harry Marks, Barbara Masters, Ann McNamara, Michael Micchelli, Yolande Mitchell, Barbara O'Brien, Carolyn O'Bryant, Bharat Patel, Marquita Peoples, Anna Pierce, Audie Prewitt, Roy Purdie, Ken Rabben, Darlene Ridden, Don Rushing, Carolyn Scales, Suresh Singh, Lester Shepard, Dorothy Stringfellow, Shaukat Syed, Jackie Taylor, Alice Thaler, Kamala Tripathi, Denise Underwood, Veronica Wade, Lula Wallace, Denise Waters, Chico Watson, Brian Wedding, and Muhammad Zia.

COLLECTION OF ITEMS

Last year we made innumerable trips to Lincoln Middle School to deliver clothes, books and other items. They are all needed and appreciated. Please call Francisco Apodaca (202) 690-4260, Gerry Flores (202) 205-0743, or any other member of the coordinating council, if you have anything to donate. We'll arrange for delivery. Remember that a lot of the students are from Central America and need warm clothes, especially jackets and socks for our cold winters.

REQUESTED NEEDS

Following is a partial list of requests we have received from the teachers.

Tutors/Volunteers for:

- Science
- Math
- Social Studies
- English
- Special Education
- Spanish
- Spanish Speakers

Mentors for:

- Immigrant students
- Counseling

Paper Grading for:

- Reading
- Special Education
- Math
- Computers

Guest Speakers for:

- Language Arts
- Home Economics
- Social Studies
- Science
- Spanish
- Art
- Math
- Media
- English

Demonstrations:

- Public Health
- Nutrition

Field Trips/Scientific Observations:

To be determined by volunteer and teacher

Photocopying

Support and Assistance Setting up Art and Science Fair Exhibits

Donations:

- Computers & Software
- Resource Materials
- Posters for Food Groups and Ecology
- Toiletries (combs, etc.)
- Books and Magazines
- Scales, Clocks, Graduated Cylinders, Measuring Equipment
- Art Materials
- School Supplies
- P.E. and Sports Equipment
- New or Used Clothing
- Plants
- Typewriters

SCIENCE BRINGS DC SCHOOL AND FSIS EMPLOYEES TOGETHER

By Ken Rabben

Three Lincoln Multicultural Middle School pupils won first prizes on May 1, 1996, at the school's second annual science fair finals at the U.S. Department of Agriculture in Washington.

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Shonté Calhoun won the sixth grade prize for analyzing which cleaning liquid stuck best to glass. A study of how many windmill blades did the most work, won the seventh grade prize for *Vu Tran*, and *Anh Phan* won the eighth grade prize for demonstrating how leaves change color.

The contest was co-sponsored by USDA's Food Safety and Inspection Service (FSIS). About 50 FSIS employees examined contest entries exhibited in the rear of the USDA South Building cafeteria. They listened to 15 sixth, seventh and eighth graders explain projects ranging from popcorn pop-ability to weather research.

Judging the contest finalists were FSIS officials *Dr. Craig A. Reed*, Associate Administrator; *Dr. Richard Mikita*, Export Advisor; *Dr. Alice Thaler*, Branch Chief in the Slaughter Inspection Standards and Procedures Division;*Margaret O'K Glavin*, Associate Administrator; *Pat Stolfa*, Acting Deputy Administrator in charge of the Science and Technology Program; and *William Hudnall*, Deputy Administrator for Administrative Management.

Michael R. Taylor, Acting Undersecretary of Agriculture for Food Safety and previous FSIS Administrator, who presented the awards, said it is appropriate for an agency and its employees steeped in science to help young people with so active an interest in science.

Taylor praised the more than 50 agency employees who have worked with the school since its adoption in 1991. FSIS science fair volunteers included *Chico Watson, O.V. Cummings, Richard Gamble, Perry Hamilton, Roy Purdie, Carolyn Scales, Gerry Flores, Irv Dubinsky, Carl Custer, Lester Shepard, Sonya Bankins, Francisco Apodaca, Pat and Kasturi Basu, Brij Bhargava, Loraine Cannon, Kamala Tripathi, and Muhammad Zia-Uddin.*

FINDING A WAY TO HELP

By Daniel L. Engeljohn

This past year, I found that I was increasingly becoming too busy to spend time assisting the students and teachers at Lincoln. My schedule did not allow me to make the trek up to Lincoln and then spend a few hours each week at the school. However, I wanted to continue to participate in the Lincoln experience in some fashion. Consequently, I began coordinating drives amongst my colleagues, within FSIS and other USDA agencies, to obtain donated items for the school and the students. This task required me to make a few telephone calls from my office, pick up the items, and take them to the school.

One of my FSIS colleagues, *Sally Stratmoen*, made a special effort to involve three Northern Virginia elementary schools in a drive to collect used school supplies. These elementary schools were able to contribute cartons full of used pencils, pens, crayons, magic markers, and chalk. Other donations included dozens of new socks.

Several USDA colleagues collected and donated bags full of used magazines and journals. Some of the magazines had colorful and interesting pictures that the students could use for various art projects, while other magazines had informative stories. Although the journals were either science or history oriented, the students and instructors were appreciative. In fact, the journals may have been instrumental in initiating some of the Science Fair projects. Because a good number of the Lincoln students are fluent in Spanish, some of the used magazines were written in Spanish.

This school year, I will continue my self-appointed task of coordinating supply drives. I expect that I will meet with the staff at Lincoln and identify specific needs. Through the Newsletter and other notices, I will make those needs known to the rest of FSIS. Keep this effort in mind before you discard any usable item, either at home or at work.

Working with the students and staff at Lincoln has been a very rewarding experience for me. I am sure that the presence of FSIS volunteers at the school has made a positive difference in the lives of many of the people at Lincoln.

Please contact me if you have further questions. I can be reached at (202) 501-7319 or by e-mail at daniel.engeljohn@usda.gov

IMPRESSIONS OF A VOLUNTEER AT LINCOLN MIDDLE SCHOOL

By Alfred L[illegible]old

I have worked at Lincoln for 4 years now. At first, I prepared some material, basically out of editorial work that my wife had done for the National Science Teachers Association, on earthquakes, sea floor exploration, etc. The teachers were very nice about it, but of course, they had their own agenda to fulfill. The next year I decided to heck with it, and I came in ready to do whatever was needed. I assisted a social studies teacher that year, basically with tutoring, both inside and outside of the classroom. The teacher was a very nice, somewhat wary veteran of the classroom.

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She knew exactly what she wanted to do. The next year, I worked with an English teacher, a young man who was part of a 4-teacher team in the *"Teach for America"* program. His English teaching skills were so-so, but he genuinely liked the kids, and they didn't faze him a bit, even when they were at their rowdiest. *"Just like a day in the country, isn't it?"* he said. During that year, another teacher on the team put together a multicultural reader that was extremely impressive. Using Department resources, I got it printed for him (200 copies) and he was extremely grateful. Last year, I assisted a 7th grade math teacher. She put me in charge of the sharpest 1/4 of the room, 7 Asian boys and 1 African-American boy. The Asians didn't strike as top of the class, but they worked cooperatively and things went all right. These 7th graders seemed to be all over the school and I kept on running into them. They were a neat bunch of kids. In summary, I'd like to say that the kids and teachers alike all treated me fine. I enjoyed my time at the school, including relearning things that I'd forgotten or almost so. Every once in a while, some kid would come out with a fresh take on things and make my day. Because it may be on some people's minds, I took the bus up 14th Street and walked over to the school on 16th Street. I was occasionally panhandled, but never threatened. Most people were willing to return a civil greeting. Once two girls and one mother got into an argument on the school grounds, and one of the girls was stabbed. One boy was once removed from a classroom by a police officer. But all in all, I don't feel that safety is a problem. Jump in, folks, the water is fine.

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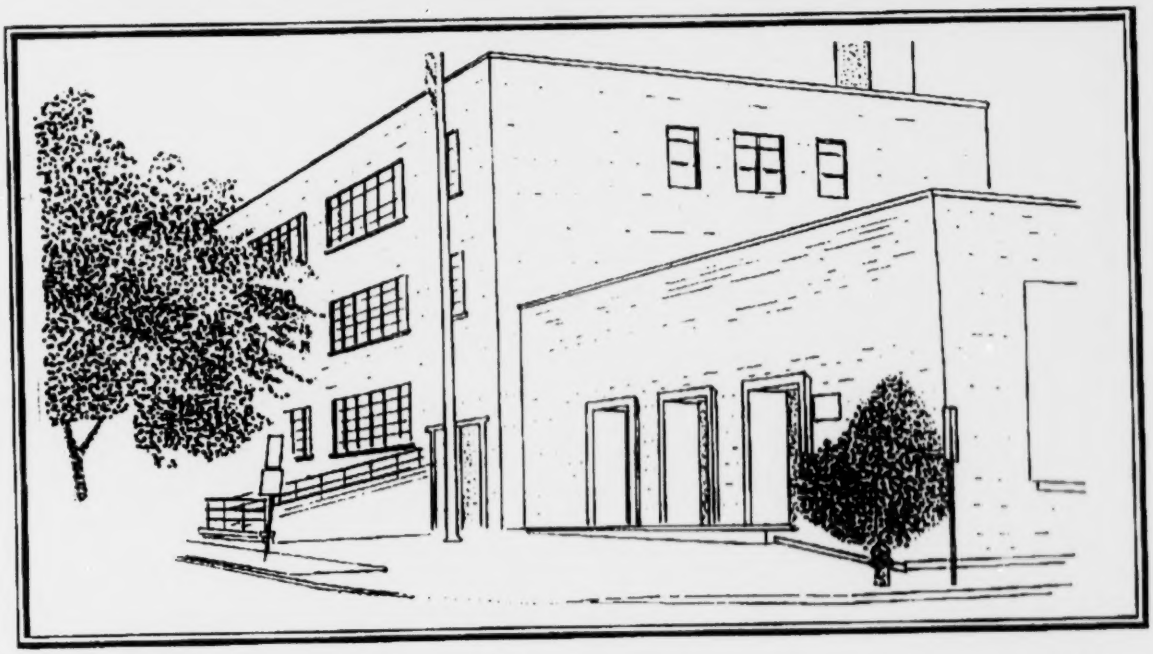
V. USDA PARTNERSHIPS: Van Ness Elementary School



In 1984, **Van Ness Elementary School,** located at 5th and M Streets, S.W. Washington, D.C., became the first school to be adopted by the United States Department of Agriculture (USDA). Van Ness has a population of approximately 325 students ranging from pre-school through grade 6. The school population is predominantly minority, with the majority being African American students.

USDA's past and present involvement with Van Ness Elementary includes participation in various activities such as the following: annual trips to 1890 Land Grant Institutions (arranged by USDA and financed by The Washington Post); visits by the Agriculture Secretary to celebrate various occasions; visits by Members of Congress during Career Awareness Week; local field trips to museums, the Agricultural Research Center and the National Arboretum; annual book drives, school supplies drives; establishment of a computer lab; the establishment of tutoring and mentoring programs; and holiday parties.

The Industrial College of the Armed Forces (ICAF), located at Fort McNair in S.W., Washington, D.C. is another organization which has adopted the school, providing tutoring and lab assistance to the Van Ness students.

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Declaration of Partnership

United States Department of Agriculture

hereby declares its partnership with

Van Ness Elementary School

This certificate joins the hands of the Federal Government, the D.C. Public Schools and the Washington Urgan League in a uniquely designed partnership. All may pursue a mutually enriching relationship with each other with full benefits accruing to the community.

In witness thereof, all parties execute this agreement on this nineenth day of June, 1984

Secretary, United States Department of Agriculture

President, Washington Urban League

Principal, Van Ness Elementary School D.C. Public Schools

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United States Department of Agriculture

Virginia State University

USDA/1890 Liaison Officer
Virginia State University
P. O. Box 9081
Petersburg, Virginia 23806
(804) 524-5470

MEMORANDUM

TO: Ms. Cassandra Butler
Principal
Van Ness Elementary School

FROM: Ms. Cheryl Jackson-Brown
USDA Liaison Officer
Virginia State University

DATE: April 15, 1996

RE: VAN NESS ELEMENTARY SCHOOL - WASHINGTON, D.C.
USDA'S AGRICULTURAL ELEMENTARY SCHOOL

This memorandum is forwarded to confirm that Virginia State University (VSU) will host Van Ness Elementary School, on April 19, 1996 from 12:00 - 2:00 p.m. We understand that 40 fifth and sixth graders will visit VSU to increase their awareness of college life and their exposure to agricultural activities by visiting Randolph Farm.

As a part of the day's program, the students will tour the VSU campus and then tour Randolph Farm and engage in hands-on activities. Student representatives from the National Society of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) will be assisting with the tour. The VSU Admissions representative and MANRRS students will meet the Van Ness students and teachers at Foster Hall on the campus of VSU at 12:00 p.m.

If any additional information is required, please contact Keisha Brown at (804) 524-5672. Directions to the campus are enclosed.

cc: Ms. Maxine Barron
Mrs. R.J. Eaglin
Miss Lisa Winn
Mrs. Mitchell Patterson
Ms. Keisha Brown

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Building Partnerships Through Dialogue

United States Department of Agriculture

Office of Public Affairs

Office of Public Liaison

Washington, D.C. 20250

September 27, 1993

Dear Van Ness Tutors:

It's that time of year. School has started and our Van Ness students are waiting to see their tutors. I hope that you will be able to tutor again this year. Last year we had 60 tutors. Our goal this year is 100! I am sure we can make it.

If you will be able to tutor this year, please fill in the attached tutor application and return it with your supervisor's signature by October 8. It should be addressed to: Office of Public Liaison, Room 112-A.

As he let you know at the tutor reception, Secretary Espy is extremely pleased and grateful for the work of USDA volunteers at Van Ness Elementary. He is looking forward to visiting with the tutors and students at Van Ness again this school year.

The orientation meeting for tutors will take place in the Auditorium of Van Ness School on Thursday, October 14, at 10:00 a.m. Tutoring will begin at the end of October.

If you know anyone else who would like to tutor, have them come to our office in Room 112-A, or call us at 720-2798 for an application.

Thank you for everything you have done for Van Ness.

Sincerely,

Sally Katt

Sally Katt

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AN EQUAL OPPORTUNITY EMPLOYER

V. USDA PARTNERSHIPS: Sample of Volunteer Tutor Form

✓ I would like to tutor at Van Ness Elementary School in the Partnership in Education program.

✓ I have been a volunteer tutor in previous years at Van Ness.

✓ I would like to tutor students in READING AND MATH

_____ I have a special talent or skill that I would like to teach.

It is _____

MAXINE H
Name

SOIL CONSERVATION SERVICE
Agency

#6252 SOUTH AGRICULTURE
Room & Building

720-1821
Phone #

SAMPLE

James E.
Supervisor's Name Printed

Supervisor's Signature

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V. USDA PARTNERSHIPS: Van Ness Tutor Program

Who Can Tutor

Responsible and caring people who want to work with students who need assistance in learning and understanding.

What's Expected of Tutors

1. 1-2 hours of tutoring each week at a specific time.
2. Provide your own transportation. Bus V4 and V6 stop outside of the South Building ($0.85 each way); there is limited parking if you drive yourself, and taxi fares are $6.00 each way.
3. Choose a subject and the school assigns 1 or 2 students to you with similar needs
4. Follow a lesson plan given to you by the assigning teacher.
5. Provide follow up to the teacher to communicate student's progress.
6. Be creative, keep the student(s) interested and fill the entire time.
7. Be patient as well as persistent. Explain errors and compliment students as often as possible. Enjoy yourself and help the students do the same.

What Other Activities Are Available

If you are unable to commit time each week but would like to help, listed below are some other possibilities:

1. Clerical Work
2. Resources – material and human
3. Personnel skills – life and hobby
4. Career education
5. Photography – film developing, enlarging and framing
6. Licensed Drivers to Operate a School Bus for field trips
7. Other areas in which you have expertise and want to share

What Are the Benefits

You might ask yourself "What do I get out of this program?"

> "Like anything else, you get out of it what you put into it. What I have personally received from this program is a feeling of accomplishment. A feeling that I've made a difference in a child's life that truly appreciates my help." John Campbell, FSIS, Van Ness Tutor since 1988.

How do I Become a Tutor

Complete and return Tutor Volunteer Application Form to the Office of Public Liaison, Room 112-A by COB Tuesday, October 20. Please call Eileen Rainey at 720-2798 or John Campbell at 720-5604, if you have any questions.

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USDA Program and Other Information on the Internet:

General

Americans in major cities, suburbs, small towns, or rural areas are all touched by USDA. There is a considerable amount of usable information on the Internet which may be utilized in the Adopt-A-School Program. All USDA Agencies have Websites or Home Pages providing information on the Agency and its program delivery services. There is also a wealth of information on Home Pages for other Federal Departments and Agencies, Corporations, Foundations, and other organizations.

The value of the web is its accessibility and the many links embedded and available to the user. One location can point to another location that leads to yet another, all providing more depth in the topic of interest. Home pages on the web vary in quantity and quality of information. Some sites mentioned in this program guide serve as a reference as to how other Federal agencies, organizations, institutions, and commercial businesses are currently establishing their presence on the World Wide Web.

Today, USDA continues Lincoln's legacy of serving all American people, the 2 percent of our Nation who are farmers, as well as all those who eat food, wear clothes, live in houses, or visit a rural area or a national forest.

USDA opened its original World Wide Web site several years ago; its agency homepage, **http://www.usda.gov/**, offers links to other sites. Visitors interested in additional topics or information about the specific agencies within USDA may go directly to their homepage using the following Internet addresses:

Natural Resources and Environment

Forest Service (FS)

Responsible for protecting the national forest and rangelands from fires while providing renewable resources for the American people including wood, water, forage, wildlife and recreation.
http://www.fs.fed.us/

Natural Resources Conservation Service (NRCS)

Works with farmers, ranchers and landowners to help reduce soil erosion, protect water quality, and conserve wildlife habitats at rangelands and wetlands.
http://www.nrcs.usda.gov/

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Rural Development

Rural Business - Cooperative Service (RBS)

Promotes understanding and use of the cooperative form of business as a viable organizational option for marketing and distributing agricultural products. Serve cooperative members, directors, management, educational institutions, organizations, rural residents, and all others with an interest in the cooperative form of business.

http://www.rurdev.usda.gov/rbs/index.html

Office of Community Development (OCD)

Provides support for the development of community programs such as the Empowerment Zones/Enterprise Communities, National Centers of Excellence, National Center of Excellence Tribal College Project, and Rural Economic Action Programs.

http://www.rurdev.usda.gov/ocd/index.html

Rural Housing Service (RHS)

Helps rural Americans improve the quality of their lives by working closely with the private and nonprofit sectors and with State, tribal, and local governments to fundamentally change the way government works, ensuring that rural citizens can participate fully in the global economy.

http://www.rurdev.usda.gov/rhs/index.html

Rural Utilities Service (RUS)

Functions as the Federal "point of contact" for rural infrastructure assistance in electricity, water, and telecommunications, playing a major role in providing lending and technical guidance to the rural utilities industries. In case of emergencies and natural disasters, it also provides emergency relief.

http://www.rurdev.usda.gov/rus/index.html

Marketing and Regulatory Programs

Animal and Plant Health Inspection Service (APHIS)

Protects the nation's food supply by keeping American agriculture free from domestic and foreign pests and diseases.

http://www.aphis.usda.gov/

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Marketing and Regulatory Programs (Cont.)

Agricultural Marketing Service (AMS)

Provides stability to the agricultural marketing process with the implementation of Federal marketing orders, research and promotions, Federal-State marketing improvement and the wholesale market development programs.
http://www.ams.usda.gov/

Grain Inspection, Packers and Stockyards Administration (GIPSA)

Administers laws that assure the quality and weight of U.S. grain. It also regulates marketing practices in the livestock, poultry, and meat industries.
http://www.usda.gov/gipsa/

Farm and Foreign Agricultural Services

Farm Service Agency (FSA)

Provides farmers with access to agricultural programs. FSA helps American agriculture with commodity credit, export and risk management programs, improving the economic stability of agriculture.
http://www.fsa.usda.gov/pas/default.asp

Foreign Agricultural Service (FAS)

Responsible for USDA's overseas market information, access, and development programs. It also administers USDA's export assistance and foreign food assistance programs. FAS carries out its tasks through its network of agricultural counselors, attaches, and trade officers stationed overseas and its U.S-based team of analysts, marketing specialist, negotiators, and other professionals.
http://www.fas.usda.gov

Risk Management Agency (RMA)

Provides research, development, and pilot new crop programs, plans of insurance and risk management strategies to evaluate and make recommendations for improvement of existing crop programs, insurance plans, and risk management strategies; and to coordinate the development and support for specialty crop programs.
http://www.act.fcic.usda.gov/

Food, Nutrition, and Consumer Services

Food and Nutrition Service (FNS)

Ensures access to nutritious, healthful diets for all Americans. Through food assistance and nutrition education for consumers it provides knowledge of the link between dietary guidance, diet, and health.
http://www.fns.usda.gov/fns/

Food, Nutrition, and Consumer Services (Cont.)

Center for Nutrition Policy and Promotion (CNPP)

Responsible for developing and coordinating a nutrition policy within USDA, assessing the cost-effectiveness of government-sponsored nutrition programs on food consumption, food expenditures, food-related behavior, and nutritional status. Prepares studies on the cost of family food plans and raising children, and evaluates the nutrient content of the U.S. food supply.

http://www.usda.gov/cnpp/center.htm

Food Safety

Food Safety and Inspection Service (FSIS)

Protects consumers by ensuring that meat and poultry products are safe, wholesome, and accurately labeled. Regulates meat and poultry products, all raw beef, pork, lamb, chicken, and turkey, as well as processed meat and poultry products, including hams, sausage, soups, stews, pizzas, and frozen dinners. Consumers purchase these products packaged with 500,000 different USDA approved labels.

http://www.fsis.usda.gov/index.htm

Research, Education, and Economics

Agricultural Research Service (ARS)

Conducts research to develop and transfer solutions to agricultural problems of high national priority and provides information access and dissemination to ensure high-quality, safe food, and other agricultural products, assesses the nutritional needs of Americans.

http://www.ars.usda.gov/

National Agricultural Library (NAL)

It is a major international source for agriculture and related information, one of only four National Libraries in the United States. This Web site provides access to NAL's many resources and a gateway to its associated institutions.

http://www.nalusda.gov/

Cooperative State Research, Education, and Extension Service (CSREES)

Conducts research and compiles education information about many subjects. Staff specialists can answer your questions or refer you to someone at State or county level who possesses the information you need.

http://www.reeusda.gov/

Research, Education, and Economics (Cont.)

Economic Research Service (ERS)

Provides economic analysis on efficiency, efficacy, and equity issues related to agriculture, food, the environment, and rural development to support and improve public and private decision making.

http://www.econ.ag.gov/

National Agricultural Statistics Service (NASS)

Compiles and updates nearly 300 reports and data sets from the economics agencies of USDA. These materials cover U.S. and international agriculture and related topics.

http://www.usda.gov/nass/

Other USDA Agencies

National Information Technology Center (NITC)

Provides information management services and technology to support the missions of the USDA and its agencies, the Federal Aviation Administration, and other government clients. Its centralized computing facility of mainframe and client/server platforms, software and support aim at serving approximately 70,000 end users.

http://www.ocio.usda.gov/nitc/index.html

World Agricultural Outlook Board (WAOB)

Coordinates weather, climate, and remote sensing work, among USDA agencies. It also monitors and analyzes the impact of global weather on agriculture. Its mission is to improve the consistency, objectivity, and reliability of USDA forecasts. Under the Board's direction, interagency committees of experts develop official forecasts of supply, utilization, and prices for commodities.

http://www.usda.gov/agency/oce/waob/waob.htm

Office of Communications (OC)

Coordinates and assists with the flow of public information from USDA program agencies, reviewing all publications and audiovisuals, evaluating new information technology, maintaining availability of current information from the Office of the Secretary, ensuring operation of adequate and appropriate channels for dissemination of information to the public, and optimizing public access to USDA information through the news media. OC administers USDA's home page on the Internet World Wide Web and AgNewsFax service.

http://www.usda.gov/agencies/ocpage.htm

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